

## 2014 HSC Japanese Extension — Written Examination Marking Guidelines

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

Criteria	Marks
• Interprets what Daigo conveys by this comment	2
• Provides some relevant information	1

#### *Sample answer:*

Daigo is concerned about the small audience every time the orchestra performs, including today.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a good understanding of what the language used by Daigo reveals about his character	3
• Demonstrates some understanding of what the language used by Daigo reveals about his character	2
• Provides any relevant information	1

#### *Sample answer:*

- ホームページ作りませんか? ‘Shall we make a home page?’:
  - indicates Daigo’s **willingness** to contribute a solution to save the orchestra.
  - it also indicates a **naivety** that he cannot see the obvious reality that the orchestra has already failed.
- やらせますよ。 ‘I’ll get my wife to do it.’
  - This reveals that Daigo is **proud** of his wife’s occupation and **confidence** in her that she can do the job *or* his **presumptuous nature**, that he thinks his wife will do what he says (free work for him). The よ reveals his enthusiasm and confidence in his idea.
- うちのかみさん : ‘My wife’ (used by older men to describe their wives)
  - This reveals his **desire to fit in** / be part of the group of colleagues who are much older than him.

**Question 1 (c)**

Criteria	Marks
• Demonstrates how one film technique is used to convey Daigo's response	2
• Provides some relevant information	1

***Sample answer:***

Daigo's response to the announcement is of shock and bewilderment. The film techniques used to convey this are:

- the first close-up shot of Daigo's face and the sound of Daigo's breath

***Answers could also include:***

- high angle long shot and the fact that people are all standing apart from each other
- The camera transition from Sonezaki and the clerk to the second close-up shot of Daigo's shocked face

**Question 1 (d)**

Criteria	Marks
• Demonstrates a good understanding of what the cello symbolises	3
• Demonstrates some understanding of what the cello symbolises	2
• Provides any relevant information	1

***Sample answer:***

For Daigo, his cello symbolises his long held dream to be an orchestra cellist.

In this extract, by losing his job the cello now represents the loss of this dream. The cello becomes an emotional and financial burden. (May include the fact that he has lied to Mika about the cost of the cello, which is also 'too heavy' for him.)

The cello also symbolises his sense of responsibility.

He says, 'It is not the fault of this cello'. He blames himself and he feels responsible for the cello, which has lost its role to perform. He says 'Because the cello was purchased by a person like me', which shows he feels that he is not worthy of this magnificent instrument.

**Question 1 (e)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a perceptive understanding of how the film explores perceptions of what it means to be successful, in this extract and elsewhere in the film</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of how the film explores perceptions of what it means to be successful, in this extract and elsewhere in the film</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates a good understanding of how the film explores perceptions of what it means to be successful, in this extract and elsewhere in the film</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of how the film explores perceptions of what it means to be successful</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

***Sample answer:***

In this extract Daigo has suddenly lost his dream job of being a famous cellist which at this point in the film, he perceives to be a successful career. He has put a lot of effort into becoming a cellist. He naively suggests ways to keep the orchestra going in order to keep his job. He feels like a failure that he has not been able to keep this high status job, symbolised by his expensive cello of which he now feels unworthy.

When Daigo gets the job as a funerary celebrant (Nokanshi), he and others in society do not consider this to be a successful career. It is a low status job. In fact he is so ashamed that he hides it from his wife and when she finds out what he is doing, she leaves him. His friend Yamashita looks down on him and shuns him because of his job. A client holds Daigo and Sasaki in disdain until he sees how beautifully they perform their job and how much dignity it brings his wife. So begins Daigo's journey of learning to do the job well, coming to love it and appreciate its value. In this process, perceptions towards his job change. Mika and others come to respect and value the job he does and he himself gains fulfilment from it, which he realises is actually what makes a person successful – doing a valuable job and being happy/fulfilled.

## Section I — Response to Prescribed Text

### Part B

#### Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li> <li>• Demonstrates flair and originality in the approach taken</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task, including <i>kanji</i></li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text</li> <li>• Demonstrates some flair in the approach taken</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task, including <i>kanji</i></li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures and <i>kanji</i></li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures and <i>kanji</i></li> <li>• Writes within the parameters of the task</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures and <i>kanji</i></li> </ul>	1–2

## Section II — Writing in Japanese

### Questions 3 and 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure and <i>kanji</i></li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures and <i>kanji</i></li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures and <i>kanji</i></li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Demonstrates evidence of the use of complex sentences and <i>kanji</i></li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae and <i>kanji</i></li> </ul>	1–3

# Japanese Extension

## 2014 HSC Examination Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Connectedness — monologue	H1.1, H1.2
2	10	Coping with change— monologue	H1.1, H1.2

### Written Examination

#### Section I — Response to Prescribed Text

##### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>Departures</i>	H2.2
1 (b)	3	<i>Departures</i>	H2.2, H2.3
1 (c)	2	<i>Departures</i>	H2.2
1 (d)	3	<i>Departures</i>	H2.1, H2.2, H2.3
1 (e)	5	<i>Departures</i>	H2.1, H2.2, H2.3

### Written Examination

#### Section I — Response to Prescribed Text

##### Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Departures</i> — Diary entry	H2.1

### Written Examination

#### Section II — Writing in Japanese

Question	Marks	Content	Syllabus outcomes
3	15	Connectedness — script of speech	H1.1, H1.2
4	15	The place of traditions in modern society — script of speech	H1.1, H1.2